PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA
April 17, 2003

	DESCRIPTION	ACTION
1	**IDAHO SCHOOL FOR THE DEAF AND THE BLIND PROGRESS REPORT** Dr. Ramos will give the Report.	
2	**LEGISLATIVE ITEMS OF INTEREST**	
3	**PRESIDENT'S COUNCIL REPORT** Dr. Burke will give the report.	

SUBJECT

Idaho School for the Deaf and the Blind Progress Report

Dr. Ramos will give the Report.

SUBJECT

Legislative Items of Interest

Information to be distributed.

SUBJECT

Indexing Student Fees-President's Council Report

BACKGROUND

At the November 2001 Board meeting, in response to the institutions' request for total undergraduate mandatory fee increases greater than 10%, the Board passed a motion allowing the institutions to recommend fee increases up to 12% for fall 2002 and up to 10% for fall 2003. Following the April 2002 Board meeting, the Board asked the Presidents' Council to recommend a method of indexing student fees so the institutions, the Board, students, and parents have an understanding of how fees might change. The Presidents' Council recommended to the Board at the December 2002 Board meeting that fees be indexed to fee levels at peer institutions with a range of no less than 95% and no more than 105% of the peer average. It was recommended the approach be phased in over a three to five year period. The Board asked for details on the proposal (how peers are selected) and details on other approaches considered.

DISCUSSION

The institutions planned to present the peer selection process at the April meeting and presenting their peer recommendations at the June meeting. The peer analysis, criteria for peer selection, selection methodology, and list of peers used by MGT can be found on pages 3-11. Based on peers selected, fees would be required to be in the 95% to 105% peer average after the phase in period. A comparison of the college and universities fees to the peers identified in the MGT process is displayed on pages 12-18.

To provide a perspective on student fees, the following charts and schedules are presented: 10-year fee history by institution; percentage increase from prior year for student fees, general account appropriations, and CPI; and, appropriated funds by source (pages 19-20). In addition, some national comparisons are presented: percent increase in fees from FY02 to FY03 for American Association of State Colleges and Universities (AASCU) and National Association of State Universities and Land-Grant Colleges (NASULGC) by state; state averages of FY03 fees for AASCU and NASULGC institutions; and percent change in state appropriations for higher education by state (pages 21-23).

The presidents considered several approaches to indexing fees. Several methods were considered in indexing fees to the cost of education. This approach was complicated by the lack of a sophisticated system of defining and calculating the cost of education (appropriated funds only or total funds). The unique definition of fees in Idaho (cannot charge tuition which supports the cost of instruction — faculty), the mix of general education students and professional technical students, and limited use of matriculation fees create problems in developing internal and external comparisons. Inflationary

indexes were considered (Higher Education Price Index or CPI) but typically there is an inverse relationship between the inflationary rate and the institutional need for additional revenue (low CPI usually means limited state appropriations with educational costs increasing). History of changes in student fee increases and CPI increases are identified in a chart above. The ability to pay was considered by comparing fees as a percent of per capita income or fees as a percent of household income. This is displayed on pages 24 and 25 with comparison to WICHE states. This method was discounted because of the variable considered in determining per capita income or household income and the amount of financial aid provided by other states for families that might qualify (high fees - high aid vs. low fees – low aid).

IMPACT

Identifying a fee policy and creating a method of indexing fees to that policy will provide the Board, institutions, students and parents with an understanding of how fees will change in the future.

STAFF COMMENTS

In the selection of peer institutions, it is important to understand the criteria used and where the criteria is different among the institutions, which will result in differing peer institutions. Once peers institutions have been selected, they can be used for various other comparisons (faculty salaries, student/faculty ratios, financial health, etc.).

With the many variables to consider when establishing the annual fees, possibly a single criteria would limit the flexibility of setting fees to address the financial situation for the upcoming fiscal year. Current comparisons and analysis could be expanded to consider factors the Board would like to consider.

BOARD ACTION

Depends on discussion.

B. PEER VALIDATION

This section of the Phase I report will address the validation of peer institutions for the four Idaho four-year universities and college. The chapter is organized into sections on general peer analysis, criteria for peer selection, selection methodology, and lists of peers for each of the four institutions.

B.1 Peer Analysis

A "peer" is a college or university that is "most like" another college or university based on similarities on a group of variables like mission, size, organization, control, location, mix of programs, and study body characteristics. Colleges and universities use groups of peers to compare their performance on characteristics and/or to request additional funding to support initiatives.

Colleges, state systems, and legislative analysts have used peers to set tuition, recommend faculty salaries, compare expenditures per full-time equivalent student, compare legislative appropriations, and adjust student/faculty ratios. In 1996, a majority of states were using peers in their funding models; 26 states used peer data for salary purposes; 17 for tuition and fee setting; 10 for determining overall funding levels; and six for determining funding for libraries.[1]

Peers may be determined for *one institution* based on sets of characteristics that indicate "alikeness" or "similarity," or peers may be determined for a *set of institutions*. An individual institution may use peers for internal comparison purposes. For example, peers can be established for each academic department, or for each business office in the university. Generally, peers are determined for "general" purposes, and the same set of peers is used for all comparisons that a college or university may make. However,

some colleges have one set of peers for determining tuition, another set of peers for comparisons of faculty and staff salaries and compensation, and a third set for funding comparisons.

A set of peers typically includes at least ten and preferably fifteen colleges or universities because not all will elect to participate in data collection efforts. A peer group smaller than ten may not provide sufficient data to yield valid or reliable information. The peer group may include all actual peers, or it may include "aspirational" peers. Aspirational peers are those that the institution aspires to be like on some criterion, such as faculty salary or compensation levels, or academic reputation.

To determine a set of peers, colleges or coordinating/governing boards may use several methods: geographic location, membership in an organization or externally determined group, or statistical analysis.

Geographic Proximity. All of the colleges in the contiguous states may be used as peers; or other colleges in the same state that have been assigned the same Carnegie Classification. Geographic proximity is used because it is thought that the nearby colleges are those with which the university competes for students and staff. The Southern Regional Education Board (SREB) and the Western Interstate Commission on Higher Education (WICHE) maintain detailed data bases on the colleges and universities in their region. These data form the basis for geographic peer comparisons. Geographic peer selection is used most often for comparisons of tuition and fees.

Membership in Athletic Conferences, Organizations, or in the Same Carnegie Classification. Carnegie Classifications are categorizations of colleges and universities using a method designed by the Carnegie Commission for the Advancement of

[1] McKeown, Mary P. "State Funding Formulas: Promise Fulfilled?" in *A Struggle to Survive. Funding Higher Education in the Next Century,* Honeyman, D.S., J.L. Wattenbarger, and K.C. Westbrook (eds.) Thousand Oaks, CA: Corwin Press. 1996.

Teaching. Until 2000, colleges and universities were classified as Research I, Research II, Doctoral I, Doctoral II, Comprehensive I, Comprehensive II, Liberal Arts I, Liberal Arts II, Two Year, or Specialized Campus. In fall 2000, the Carnegie Commission revised those classifications to Doctoral/Research Extensive, Doctoral/Research Intensive, Masters (comprehensive) I, Masters (Comprehensive) II, Baccalaureate College –Liberal Arts, Baccalaureate College – General, Baccalaureate/Associate College, Associate College, or Specialized Campus.

Some colleges and universities use membership in Carnegie Classification or in an athletic conference as the only criterion for determining peers. For examples, members of the Big Ten Athletic Conference compare data on physical plant, libraries, planning, enrollment trends, and other data items. The universities that are members of the Association of American Universities (AAU) have detailed data that are shared among member institutions. Data include items such as rank of faculty and class size by discipline and level. Membership is used most often for peer selection for plant, library, and faculty comparisons.

Statistical Analysis. To determine peers, some colleges or governing/coordinating boards use statistical analysis techniques. The analysis may be simple or quite complex. A simple analysis may use only one variable to select peers, such as all colleges of a certain size, no matter what the location, organization, or control.

More complex statistical methodologies involve upwards of 150 variables in determining the set of peer institutions. Variables include size, location, organization, control, mix of academic programs, types of students served, graduation rates, or any of a number of other variables.

Typically the peer selection will start with one variable that is used as the major criterion to eliminate most of the 4,800 colleges and universities in the United States.

For example, only public colleges may be included in the selection group. Then, the group may be further winnowed by elimination of all colleges above or below a certain enrollment.

The most complex method for selecting peers involves completing factor analyses or cluster analyses to determine which colleges have the most alike factor scores, or which cluster together based on the variables used. A set of "difference" scores may be computed, which are used to determine how alike two institutions are on a variable or factor. The difference scores are summed across all variables or factors, and those colleges with the smallest total difference score become the set of peers.

B.2 Criteria for Peer Selection

The process of validating peers for each of the four Idaho institutions began with development of a set of criteria or variables that were selected in cooperation with each institution. In identifying potential peer institutions, the primary selection criterion reflected the mission of the institution, as approved by the State Board of Education.

Variables chosen are shown as Exhibit B-1. Not all variables included in the set were used for each institution; only those disciplines identified as primary Emphasis areas were included for each institution. For Lewis-Clark State College, for example, the discipline areas included were business, criminal justice, nursing, social work, and education. Specific variables for each institution are shown in Appendix A.

EXHIBIT B-1
VARIABLES/CRITERIA FOR USE IN VALIDATING PEERS

1. **Public Control**
2. **Carnegie Classification**
3. **Number of headcount students by level and part-time or full-time status**
4. **Percent part-time and percent full-time students**
5. **Location in urban/rural/suburban area**
6. **Number of full-time equivalent students**
7. **Number of degrees awarded**
8. **Number of associates degrees awarded**
9. **Number of bachelor's degrees awarded**
10. **Number of master's degrees awarded**
11. **Number of doctoral degrees awarded**
12. **Number of first professional degrees awarded**
13. **Degrees awarded by field and percent degrees awarded by field**
14. **Total sponsored research expenditures**
15. **Land grant status**
16. **Discipline mix and number of disciplines**
17. **Number of staff by category**

B.3 Peer Validation or Selection Methodology

For each institution, a "sample" of institutions was drawn from the list of all public colleges and universities in the U.S. For the University of Idaho, all public institutions classified previously as Research I, Research II, Doctoral I or Doctoral II were included. (These institutions would be classified as Research Extensive or Research Intensive under the 2000 Carnegie Classifications.) For Boise State University and Idaho State University, all public Doctoral I or II or Comprehensive I and II campuses were included in the list; and, for Lewis-Clark State College all institutions classified as Comprehensive I or II or Baccalaureate I or II were included in the sample.

For the University of Idaho, both Research I and II and Doctoral I and II campuses were included because the new Carnegie classifications include these campuses in the Research Extensive or Intensive categories. Inclusion of only Research I or II universities would have limited the selection to fewer than 70 schools, with less than 40 campuses in the western part of the U.S. For Boise State University and Idaho State University, Doctoral I and II and Comprehensive I and II campuses were included because this grouping is consistent with the mission of the two Idaho universities.

Boise State University and Idaho State University also provide associate education and technical and workforce training programs that are unlike most doctoral granting institutions in the United States. Lewis-Clark State College shares the technical training and associate education components in its mission. Lewis-Clark was compared to all Baccalaureate I and II institutions as well as those institutions that used to be classified as Associate institutions that awarded some bachelors' and masters' degrees.

Data were taken from the most recent and available IPEDS institutional characteristics, fall enrollment, staffing, degrees awarded, and finance surveys

(FY1999), and combined into one file for each of the Idaho institutions. Each college or university who asked for a copy of the data file received it.

To develop an initial listing of "peers," a factor analysis was completed on the combined data file for each group (Research I and II and Doctoral I and II; Doctoral I and II and Comprehensive I and II; and Baccalaureate I and II with two-year campuses that award bachelors and masters degrees). Factor analysis identifies underlying variables called "factors" that explain the pattern of correlation within a set of observed variables. Because there were over 100 variables in the data set, factor analysis permitted the reduction in the number of variables to a more manageable set of factors that enabled comparison among colleges or universities. The factors identified by the statistical technique explained over 80 percent of the variance or differences among campuses.

For an initial factor analysis for each institution, the statistical package (SPSS) completed a general factor analysis with no constraints placed on the number of factors, and with no constructed or weighted variables. In other words, an analysis was completed using only the variables available in the data set; no variables (such as the number of graduate students as percent of the total headcount enrollment) were calculated for inclusion in the factor analysis. In addition, only a basic factor analysis was run, with no rotation and no other special settings.

The factor analysis developed "factor scores" for each institution for each factor identified in the analysis. A factor analysis that identified 22 factors resulted in each institution having 22 factor scores, one for each of the 22 factors. Then, the factor scores for each institution in Idaho were compared to the factor scores for each other institution in its "sector" to get distance scores. A distance score is defined as the difference between one campus and another on each factor score. Each of the distance scores was squared to eliminate negative numbers, and the squared distance or difference

scores summed to get a combined "distance score" for the Idaho institution and the other institution. All institutions in the sector then were rank ordered based on their distance score, and arrayed in a list from low to high distance score. The institution with the smallest distance score is the institution most like the Idaho institution.

For each Idaho institution, up to ten additional factor analytic runs were completed, based on the college's or university's Primary Emphasis areas, mission, and location. Addition of variables that could not be constructed from the data set available for all colleges and universities were not allowed. In addition, financial information was not included in the selection variables.

Institutions most like the Idaho institutions then were compared to each institution's suggested peer list. These peer lists had been presented to the State Board of Education as part of its April 2001 Board meeting. MGT reviewed each institution's peer list, and suggested additional peers to bring the number of peers for each Idaho institution to at least 15. Suggestions for peers were made from those institutions that were most like the Idaho institutions using multiple factor analyses.

Each institution then determined its final peer list, which included at most three aspirational peers. Peer selections were returned to MGT and additional clarifications and analyses of the lists were completed to ensure valid lists of institutions that were similar to the Idaho institutions. Several peers, including the University of Northern Colorado and the University of Nebraska Omaha, are peers of two of the Idaho institutions.

B.4 Peer Lists

Exhibit B-2 displays the peers used in the remainder of this analysis of equity in funding.

EXHIBIT B-2
PEER LISTS

Institution	Boise State University	Idaho State University	Lewis-Clark State College	University of Idaho
University of Alaska Anchorage	x			
Arizona State University West	x			
University of Arizona				x
Northern Arizona University	x	x		
University of Arkansas - Fayetteville				x
University of Arkansas Monticello			x	
California State University - Fresno	x			
Colorado State University				x
University of Colorado Denver		x		
University of Northern Colorado	x	x		
Western State College (CO)			x	
University of Hawaii Hilo			x	
Indiana State University		x		
University of Northern Iowa	x	x		
Iowa State University				x
Kansas State University				x
Wichita State University	x	X		
University of Maine Farmington			x	
Lake Superior State (MI)			x	
Southwest State University (MN)			x	
Western Montana University			x	
University of Montana Northern			x	
University of Montana		x		
Montana State University		X		x
University of Nebraska - Lincoln				x
University of Nebraska - Omaha	x	x		
University of Nevada Las Vegas	x	x		
University of Nevada Reno		x		x
New Mexico Highlands University			x	
New Mexico State University		x		x
University of North Dakota		x		
Valley City State University (ND)			x	
Central State University (OH)			x	
Cleveland State University	x			
Oklahoma State University				x
Southeastern Oklahoma State University			x	
Eastern Oregon University			x	
Portland State University	x	x		
Oregon State University				x
Lock Haven University of Pennsylvania			x	
University of South Carolina Aiken			x	
Dakota State University (SD)			x	
Texas A&M Galveston			x	
Texas Tech University				x
University of Texas El Paso	x			
Southern Utah University			x	
Utah State University				x
Weber State University (UT)	x			
George Mason University (VA)	x			
Eastern Washington University	x			
Washington State University				x
West Virginia U Institute of Technology			x	
University of Wyoming		x		x

Mission-Related Variables to Use
In Peer/Comparator Selection, Boise State University

Variable	Value
Carnegie Classification	Doctoral I, II, Comprehensive I or II
Number of students	Headcount Percent full-time Percent undergraduate
Location	Rated 1 – 9, based on population Weighted
Number of degrees awarded	Total Number of associates Number of bachelors Number of masters Number of doctorates Number by two-digit CIP code: Education Business Social Science Public Administration/Affairs Performing Arts Engineering
Percent degrees awarded	Percent associates Percent bachelors Percent masters Percent doctorates Percent by two-digit CIP code: Education Business Social Science Public Administration/Affairs Performing Arts Engineering
Number of staff	Total Full-time Total Faculty Total Non-faculty Part-time Total Faculty Total Non-faculty
Percent staff	Percent Full-time Total Faculty
Percent full-time faculty	As a percent of total faculty
Total research expenditures	Total dollars
Number of separate disciplines	Count of 6-digit CIP coded disciplines

Mission-Related Variables to Use
In Peer/Comparator Selection, Idaho State University

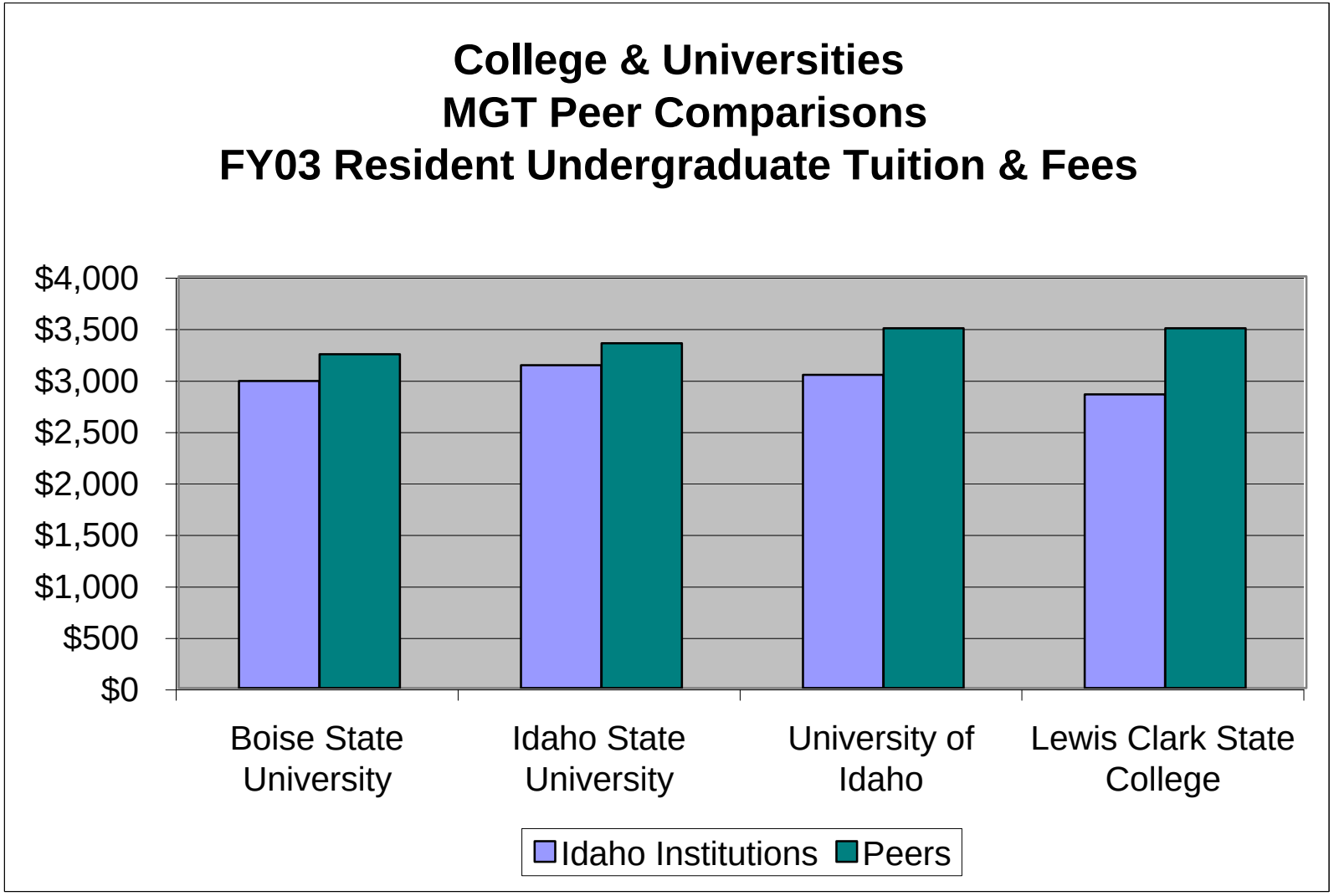
Variable	Value
Carnegie Classification	Doctoral I, II, Comprehensive I or II
Number of students	Headcount Percent full-time Percent undergraduate
Location	Rated 1 – 9, based on population, weighted
Number of degrees awarded	Total Number of associates Number of bachelors Number of masters Number of doctorates Number by two-digit CIP code: Health Professions Biological Sciences Physical Sciences Education
Percent degrees awarded	Percent associates Percent bachelors Percent masters Percent doctorates Percent by two-digit CIP code: Health Professions Biological Sciences Physical Sciences Education
Number of staff	Total Full-time Total Faculty Headcount students/faculty Total Non-faculty Part-time Total Faculty Total Non-faculty
Percent staff	Percent Full-time Total Faculty
Percent full-time faculty	As a percent of total faculty
Total research expenditures	Dollar amount
Number of separate disciplines	Count

Mission-Related Variables to Use
In Peer/Comparator Selection, Lewis-Clark State College

Variable	**Value**
Carnegie Classification	Baccalaureate I and II. 2-year with B.A.
Number of students	Headcount Percent full-time
Location	Rated 1 – 9, based on population
Number of degrees awarded	Total Number of associates Number of bachelors Number by two-digit CIP code: Business Nursing Criminal Justice Social Work Education Technology
Percent degrees awarded	Percent associates Percent bachelors Percent by two-digit CIP code: Business Nursing Criminal Justice Social Work Education Technology
Number of staff	Total Full-time Total Faculty Total Non-faculty Part-time Total Faculty Total Non-faculty
Percent staff	Percent Full-time Total Faculty Total Non-faculty Percent Part-time Total Faculty Total Non-faculty
Percent full-time faculty	As a percent of total faculty
Number of separate disciplines	Count of 6-digit disciplines

Mission-Related Variables to Use
In Peer/Comparator Selection, University of Idaho

Variable	Value
Carnegie Classification	Research I and II, Doctoral I and II
Number of students	Headcount Percent part-time Percent graduate Full-time equivalent students
Location	Rated 1 – 9, based on population
Number of degrees awarded	Total Number of bachelors Number of masters Number of first professional Number of doctoral Number by two-digit CIP code: Agriculture Forestry Mines Architecture Engineering Education Foreign Languages Law
Percent degrees awarded	Percent bachelors Percent masters Percent first professional Percent doctoral Percent by two-digit code: Agriculture Forestry Mines Architecture Engineering Education Foreign Languages Law
Land grant	Designation as land-grant university
Number of staff	Total Full-time Total Faculty Total Non-faculty Part-time Total Faculty Total Non-faculty
Research expenditures	Total dollars expended
Percent staff	Percent Full-time Total
Percent full-time faculty	As a percent of total faculty
Number of separate disciplines	Count of 6-digit CIP codes offered


College & Universities
MGT Peer Comparisons
FY03 Resident Undergraduate Tuition & Fees
$4,000
$3,500
$3,000
$2,500
$2,000
$1,500
$1,000
$500
$0
Boise State University
Idaho State University
University of Idaho
Lewis Clark State College
Idaho Institutions
Peers

College & Universities
MGT Peer Comparisons
FY03 Resident Undergraduate Tuition and Fees *

BOISE STATE UNIVERSITY

	2002-2003	2001-2002	2000-2001	INCREASE AMOUNT	INCREASE PERCENT
Cleveland State University	$5,496	$4,464	$4,110	$1,032	23.1%
George Mason University (Virginia)	4,416	3,792	3,768	624	16.5%
University of Northern Iowa	4,118	3,440	3,130	678	19.7%
Portland State University	3,885	3,720	3,525	165	4.4%
University of Nebraska - Omaha	3,576	3,225	3,011	351	10.9%
Eastern Washington University	3,462	3,069	2,895	393	12.8%
AVERAGE	3,244	2,967	2,815	277	9.3%
Wichita State University	3,085	2,798	2,759	287	10.3%
University of Texas El Paso	3,036	3,200	2,985	(164)	-5.1%
University of Northern Colorado	2,984	2,811	2,753	173	6.2%
Boise State University	**2,984**	**2,664**	**2,450**	**320**	**12.0%**
University of Alaska Anchorage	2,977	2,885	2,769	92	3.2%
Northern Arizona University	2,583	2,486	2,344	97	3.9%
Arizona State University West	2,583	2,486	2,344	97	3.9%
University of Nevada Las Vegas	2,490	2,415	2,340	75	3.1%
Weber State University	2,427	2,252	2,118	175	7.8%
California State University – Fresno	1,796	1,762	1,746	34	1.9%

IDAHO STATE UNIVERSITY

Indiana State University	$4,216	$3,794	$3,564	$422	11.1%
University of Northern Iowa	4,118	3,440	3,120	678	19.7%
University of Montana	4,033	3,521	3,066	512	14.5%
Montana State University Bozeman	3,959	3,381	3,079	578	17.1%
Portland State University	3,885	3,720	3,525	165	4.4%
University of North Dakota	3,662	3,261	3,088	401	12.3%
University of Nebraska - Omaha	3,576	3,225	3,011	351	10.9%
AVERAGE	3,350	3,051	2,852	299	9.8%
New Mexico State University	3,216	3,006	2,790	210	7.0%
University of Colorado Denver	3,172	2,934	2,698	238	8.1%
University of Wyoming	2,997	2,807	2,575	190	6.8%
University of Northern Colorado	2,984	2,811	2,753	173	6.2%
Idaho State University	**3,136**	**2,800**	**2,578**	**336**	**12.0%**
Wichita State University	3,085	2,798	2,759	287	10.3%
Northern Arizona University	2,583	2,486	2,344	97	3.9%
University of Nevada Las Vegas	2,490	2,415	2,340	75	3.1%
University of Nevada Reno	2,490	2,415	2,340	75	3.1%

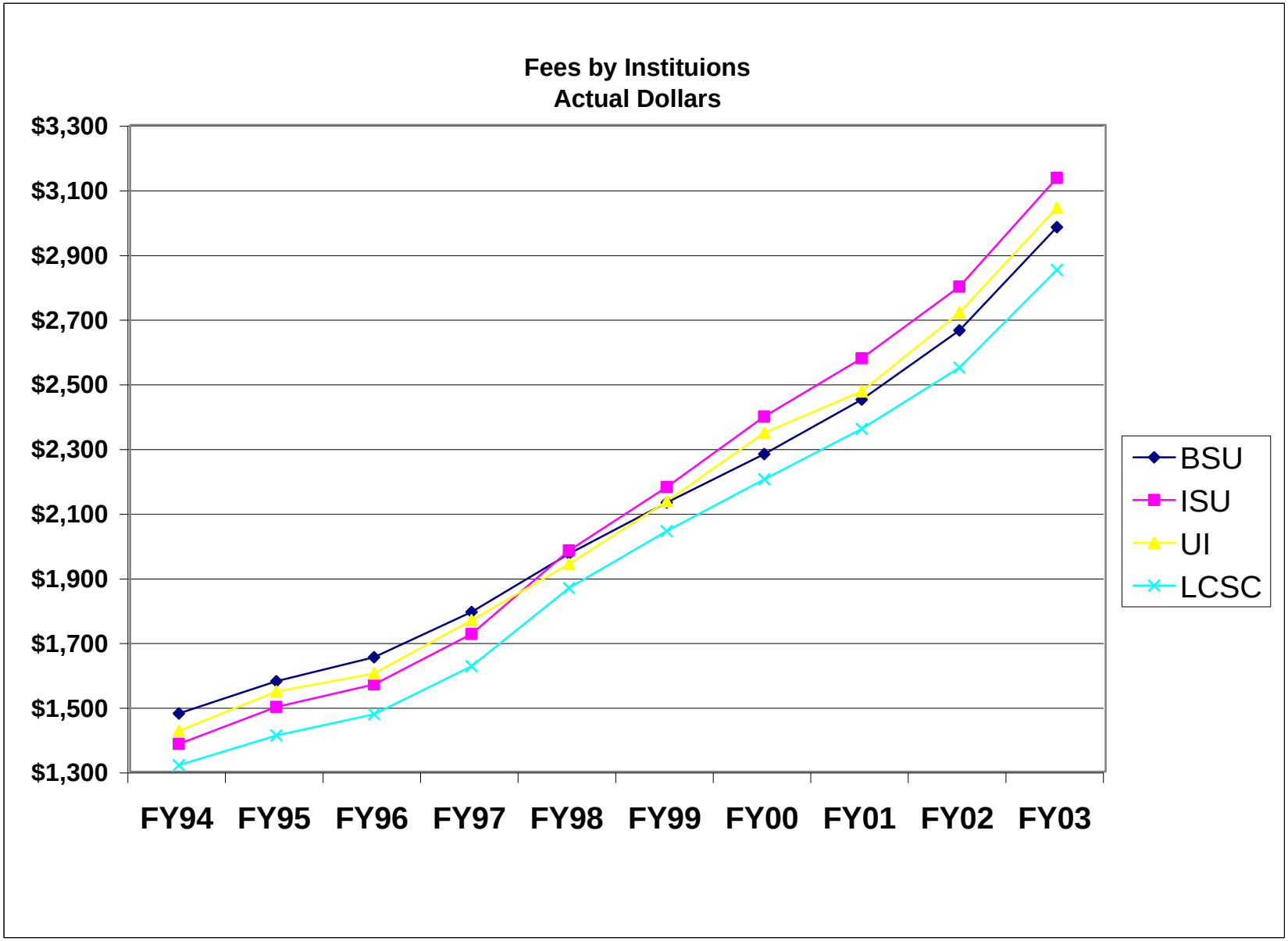
* SOURCES:
WICHE Tuition & Fees In Public Higher Education in the West
Washington Higher Education Coordinating Board Tuition and Fee Rates
The Chronicle of Higher Education

College & Universities
MGT Peer Comparisons
FY03 Resident Undergraduate Tuition and Fees *

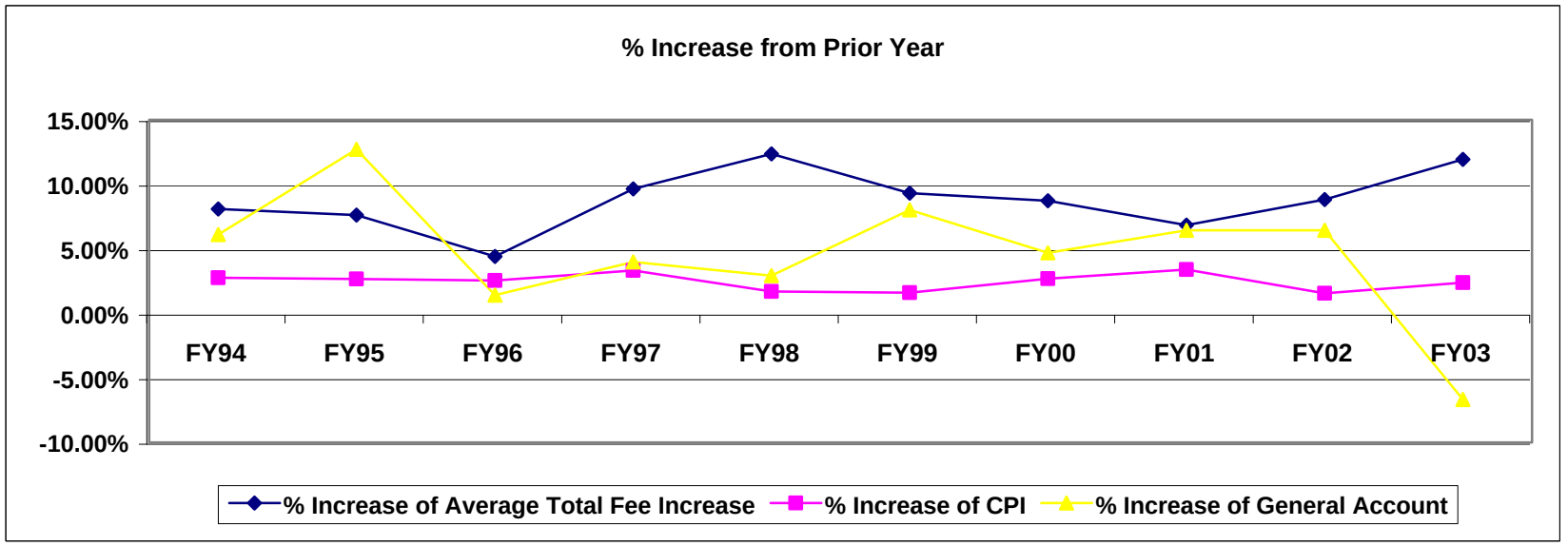
	2002-2003	2001-2002	2000-2001	INCREASE AMOUNT	INCREASE PERCENT
UNIVERSITY OF IDAHO					
Washington State University	$4,520	$3,898	$3,658	$622	16.0%
University of Arkansas - Fayetteville	4,228	3,956	3,669	272	6.9%
University of Nebraska - Lincoln	4,145	3,790	3,450	355	9.4%
Iowa State University	4,110	3,442	3,204	668	19.4%
Oregon State University	4,014	3,987	3,654	27	0.7%
Montana State University - Bozeman	3,959	3,381	3,079	578	17.1%
Texas Tech University	3,867	3,489	3,274	378	10.8%
AVERAGE	3,495	3,179	2,964	316	9.9%
Kansas State University	3,444	2,835	2,781	609	21.5%
Colorado State University	3,435	3,252	3,135	183	5.6%
New Mexico State University	3,216	3,006	2,790	210	7.0%
University of Idaho	**3,044**	**2,720**	**2,476**	324	11.9%
University of Wyoming	2,997	2,807	2,575	190	6.8%
Oklahoma State University	2,974	2,811	2,587	163	5.8%
Utah State University	2,899	2,590	2,403	309	11.9%
University of Arizona	2,583	2,486	2,344	97	3.9%
University of Nevada Reno	2,490	2,415	2,340	75	3.1%
LEWIS-CLARK STATE COLLEGE					
Lock Haven University of Pennsylvania	$5,606	$4,890	$4,548	$716	14.6%
Lake Superior State (Michigan)	4,758	4,334	4,014	424	9.8%
University of Maine Farmington	4,482	4,227	3,956	255	6.0%
University of South Carolina Aiken	4,470	3,828	3,648	642	16.8%
Southwest State University (Minnesota)	4,092	3,717	3,394	375	10.1%
Central State University (Ohio)	4,044	3,723	3,573	321	8.6%
Dakota State University (South Dakota)	4,042	3,774	3,568	268	7.1%
Eastern Oregon University	3,678	3,621	3,387	57	1.6%
Valley City State University (North Dakota)	3,588	3,306	3,173	282	8.5%
AVERAGE	3,495	*3,215*	*3,023*	280	8.7%
Texas A&M Galveston	3,465	3,233	3,113	232	7.2%
University of Montana Northern	3,315	2,865	2,692	450	15.7%
University of Arkansas - Monticello	3,175	2,935	2,680	240	8.2%
Western Montana University	3,031	2,723	2,603	308	11.3%
Lewis Clark State College	**2,852**	**2,554**	**2,360**	298	11.7%
Western State College (Colorado)	2,479	2,423	2,270	56	2.3%
Southeastern Oklahoma State University	2,422	2,250	2,066	172	7.6%
University of Hawaii Hilo	2,378	2,354	2,330	24	1.0%
Southern Utah University	2,350	2,194	2,066	156	7.1%
New Mexico Highlands University	2,184	2,134	1,992	50	2.3%

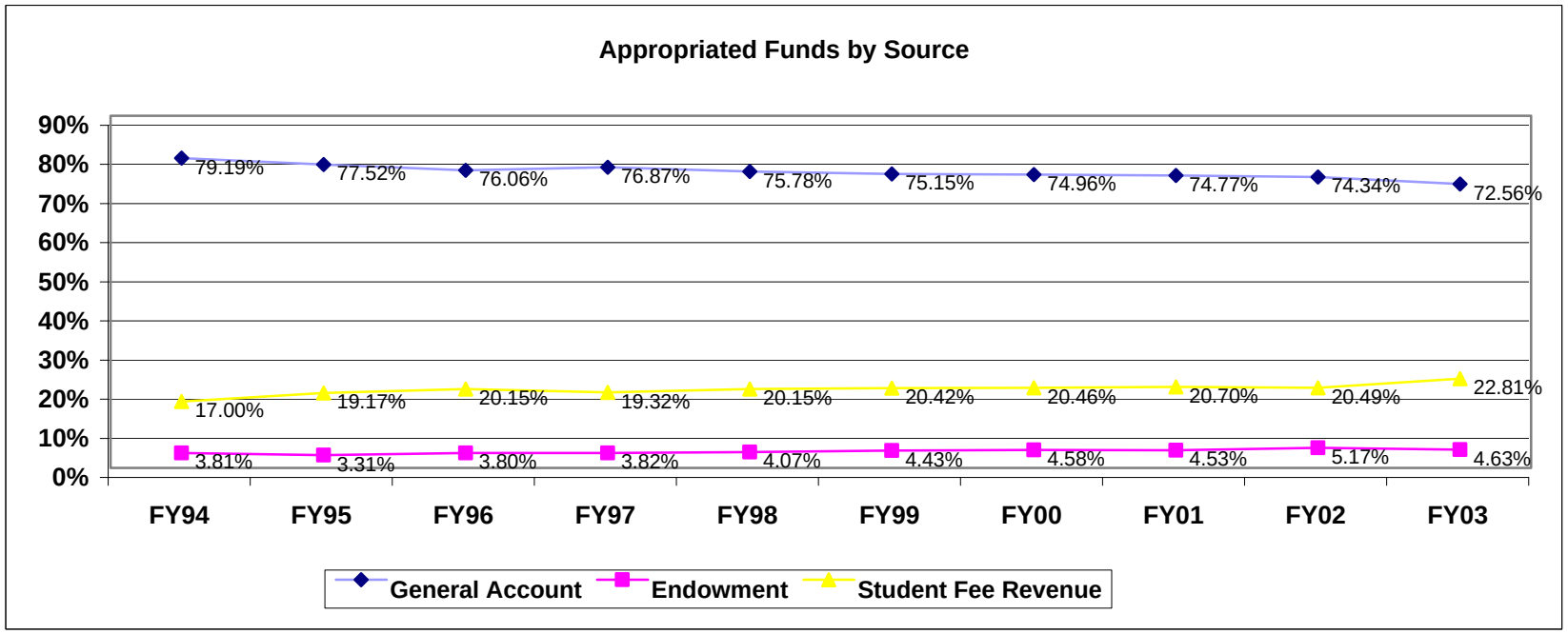
* SOURCES:
WICHE Tuition & Fees In Public Higher Education in the West
Washington Higher Education Coordinating Board Tuition and Fee Rates
The Chronicle of Higher Education

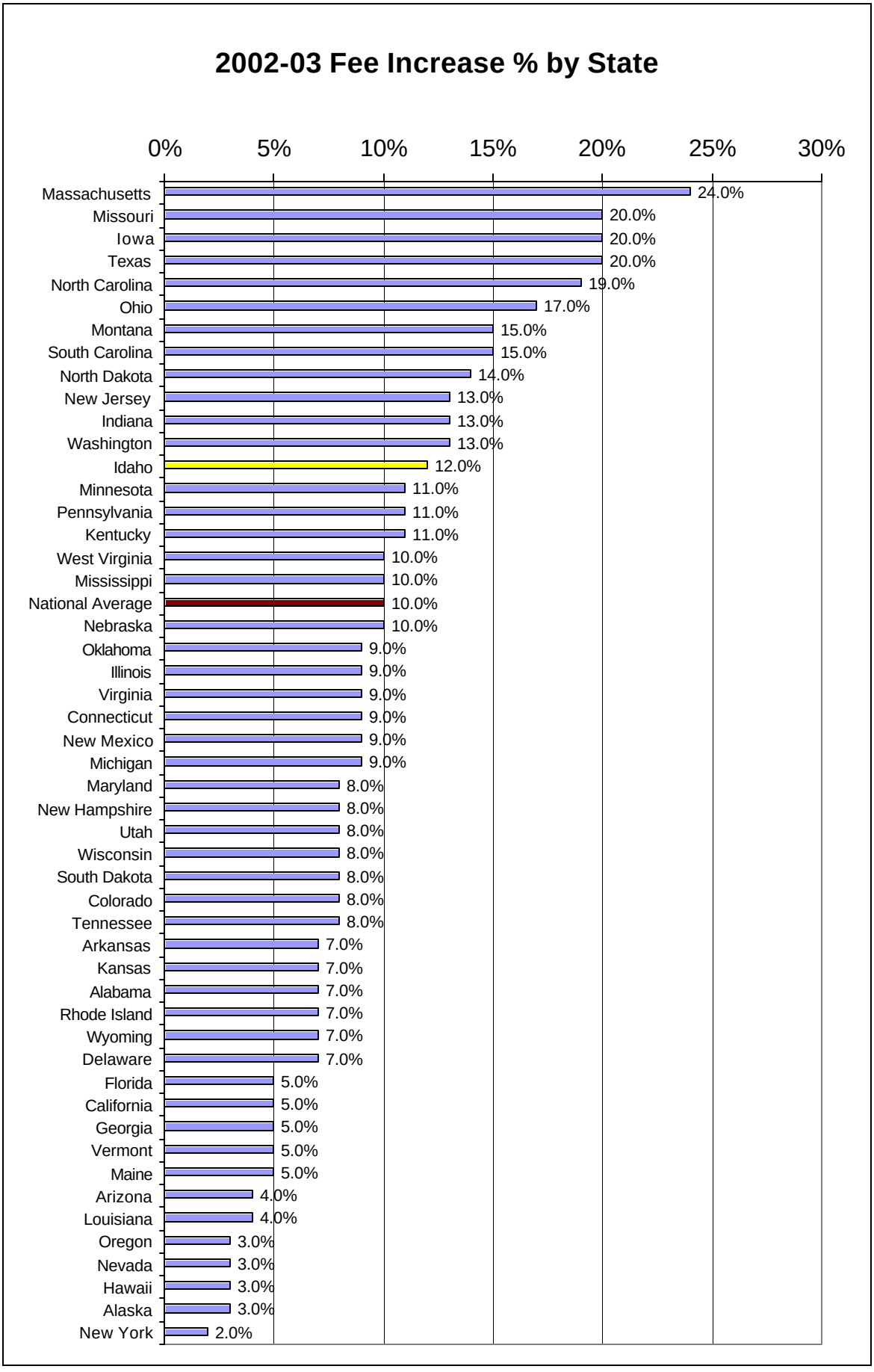
10 YEAR ANALYSIS
FY94 - FY03

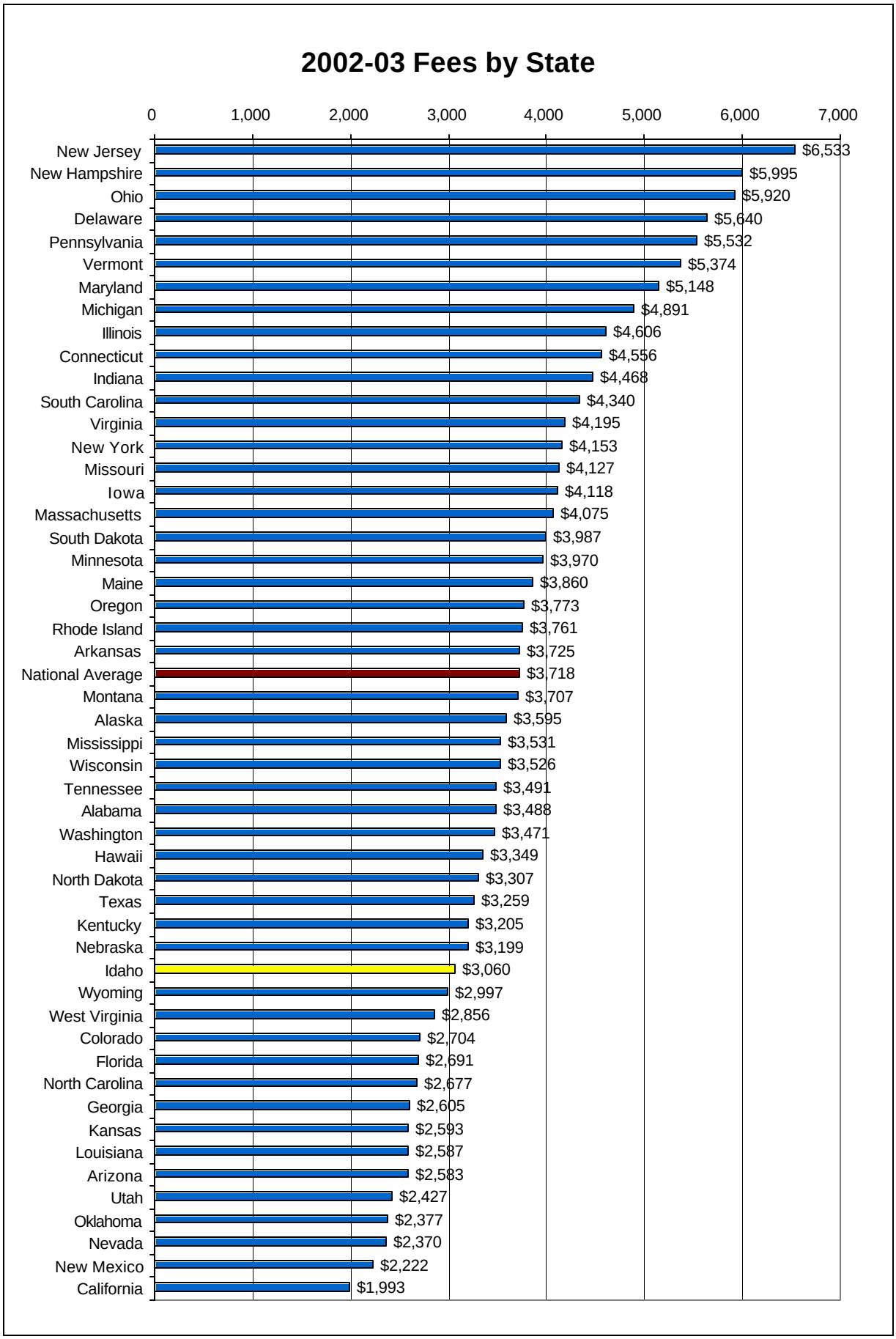


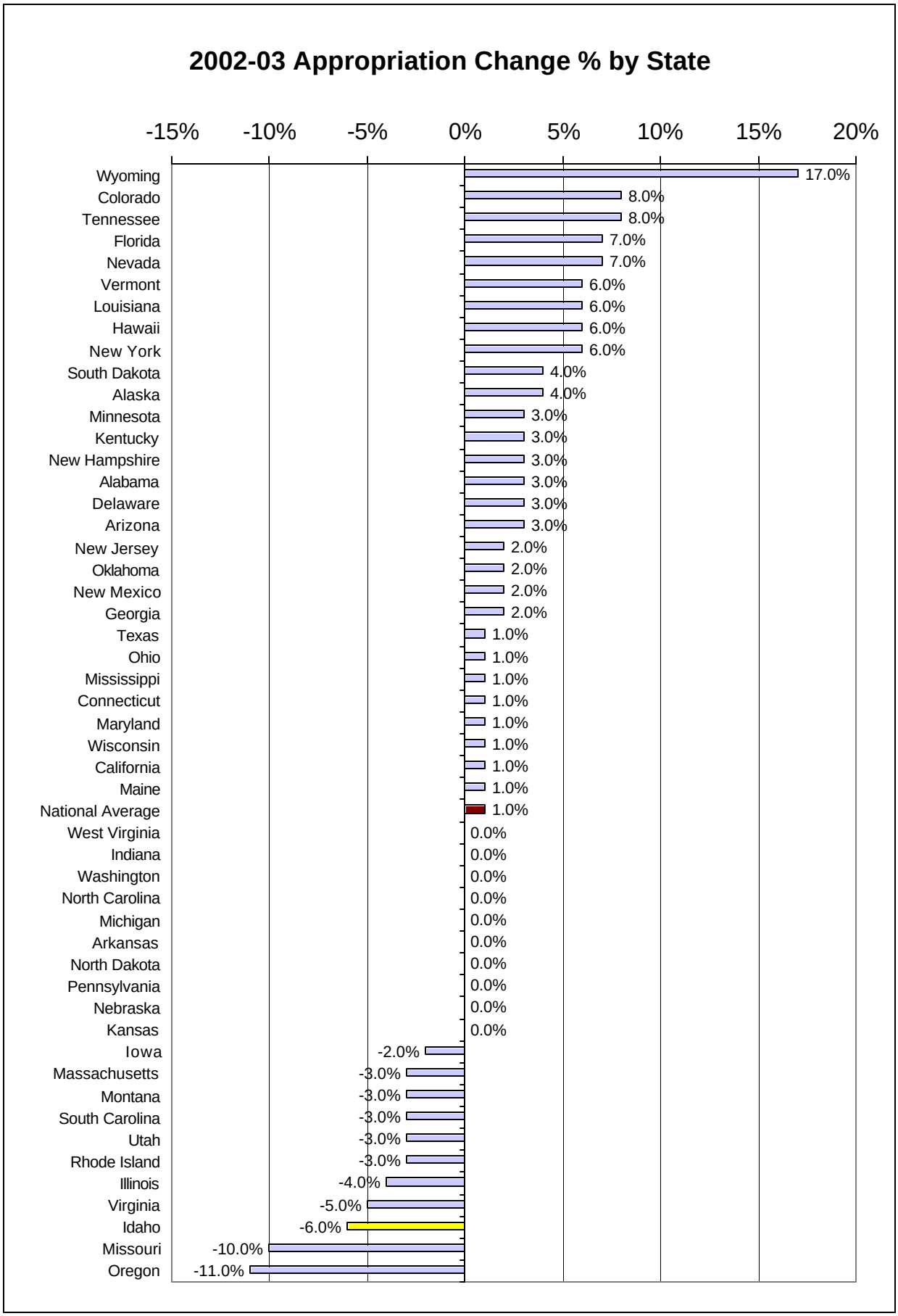
10 YEAR ANALYSIS
FY94 - FY03

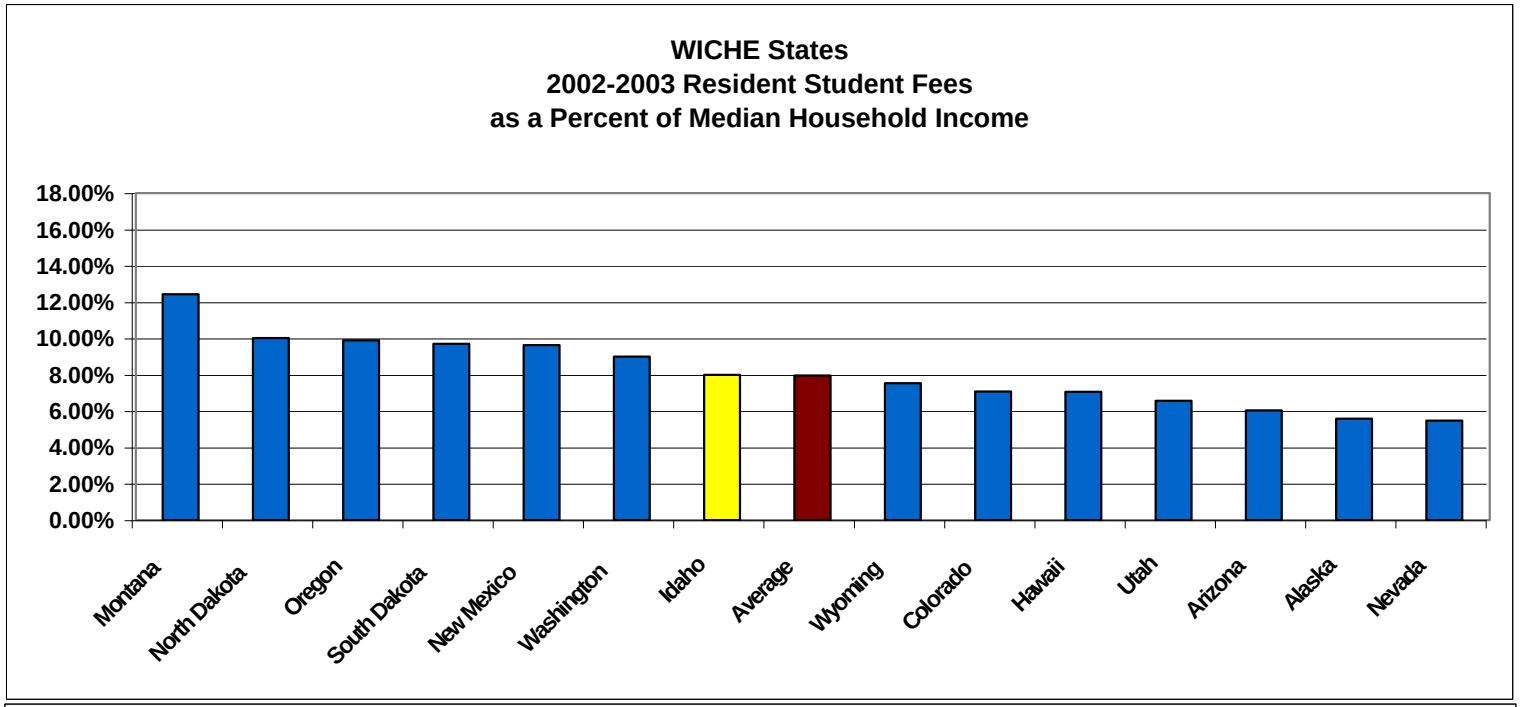


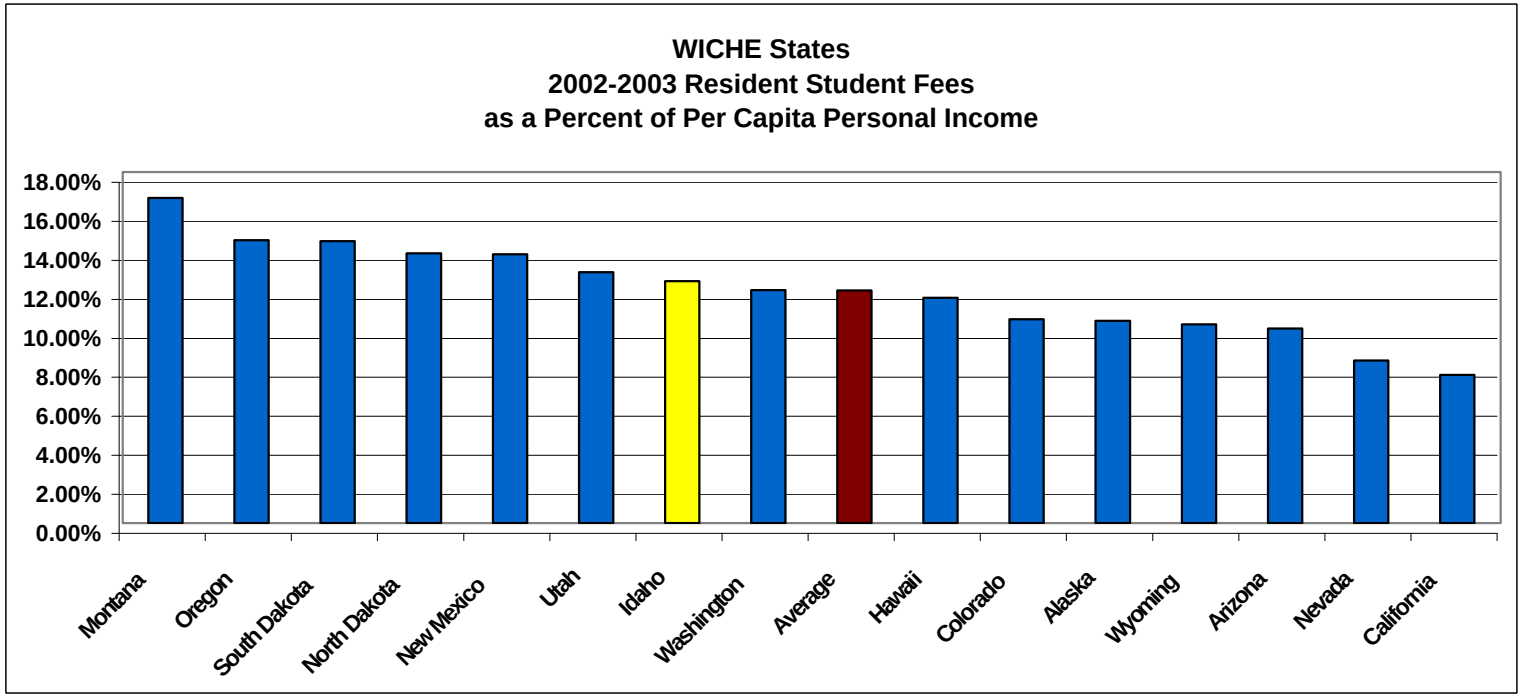



2002-03 Fee Increase % by State
0%
5%
10%
15%
20%
25%
30%
Massachusetts 24.0%
Missouri 20.0%
Iowa 20.0%
Texas 20.0%
North Carolina 19.0%
Ohio 17.0%
Montana 15.0%
South Carolina 15.0%
North Dakota 14.0%
New Jersey 13.0%
Indiana 13.0%
Washington 13.0%
Idaho 12.0%
Minnesota 11.0%
Pennsylvania 11.0%
Kentucky 11.0%
West Virginia 10.0%
Mississippi 10.0%
National Average 10.0%
Nebraska 10.0%
Oklahoma 9.0%
Illinois 9.0%
Virginia 9.0%
Connecticut 9.0%
New Mexico 9.0%
Michigan 9.0%
Maryland 8.0%
New Hampshire 8.0%
Utah 8.0%
Wisconsin 8.0%
South Dakota 8.0%
Colorado 8.0%
Tennessee 8.0%
Arkansas 7.0%
Kansas 7.0%
Alabama 7.0%
Rhode Island 7.0%
Wyoming 7.0%
Delaware 7.0%
Florida 5.0%
California 5.0%
Georgia 5.0%
Vermont 5.0%
Maine 5.0%
Arizona 4.0%
Louisiana 4.0%
Oregon 3.0%
Nevada 3.0%
Hawaii 3.0%
Alaska 3.0%
New York 2.0%


2002-03 Fees by State
0
1,000
2,000
3,000
4,000
5,000
6,000
7,000
New Jersey $6,533
New Hampshire $5,995
Ohio $5,920
Delaware $5,640
Pennsylvania $5,532
Vermont $5,374
Maryland $5,148
Michigan $4,891
Illinois $4,606
Connecticut $4,556
Indiana $4,468
South Carolina $4,340
Virginia $4,195
New York $4,153
Missouri $4,127
Iowa $4,118
Massachusetts $4,075
South Dakota $3,987
Minnesota $3,970
Maine $3,860
Oregon $3,773
Rhode Island $3,761
Arkansas $3,725
National Average $3,718
Montana $3,707
Alaska $3,595
Mississippi $3,531
Wisconsin $3,526
Tennessee $3,491
Alabama $3,488
Washington $3,471
Hawaii $3,349
North Dakota $3,307
Texas $3,259
Kentucky $3,205
Nebraska $3,199
Idaho $3,060
Wyoming $2,997
West Virginia $2,856
Colorado $2,704
Florida $2,691
North Carolina $2,677
Georgia $2,605
Kansas $2,593
Louisiana $2,587
Arizona $2,583
Utah $2,427
Oklahoma $2,377
Nevada $2,370
New Mexico $2,222
California $1,993


2002-03 Appropriation Change % by State
-15%
-10%
-5%
0%
5%
10%
15%
20%
Wyoming 17.0%
Colorado 8.0%
Tennessee 8.0%
Florida 7.0%
Nevada 7.0%
Vermont 6.0%
Louisiana 6.0%
Hawaii 6.0%
New York 6.0%
South Dakota 4.0%
Alaska 4.0%
Minnesota 3.0%
Kentucky 3.0%
New Hampshire 3.0%
Alabama 3.0%
Delaware 3.0%
Arizona 3.0%
New Jersey 2.0%
Oklahoma 2.0%
New Mexico 2.0%
Georgia 2.0%
Texas 1.0%
Ohio 1.0%
Mississippi 1.0%
Connecticut 1.0%
Maryland 1.0%
Wisconsin 1.0%
California 1.0%
Maine 1.0%
National Average 1.0%
West Virginia 0.0%
Indiana 0.0%
Washington 0.0%
North Carolina 0.0%
Michigan 0.0%
Arkansas 0.0%
North Dakota 0.0%
Pennsylvania 0.0%
Nebraska 0.0%
Kansas 0.0%
Iowa -2.0%
Massachusetts -3.0%
Montana -3.0%
South Carolina -3.0%
Utah -3.0%
Rhode Island -3.0%
Illinois -4.0%
Virginia -5.0%
Idaho -6.0%
Missouri -10.0%
Oregon -11.0%


WICHE States
2002-2003 Resident Student Fees
as a Percent of Median Household Income
18.00%
16.00%
14.00%
12.00%
10.00%
8.00%
6.00%
4.00%
2.00%
0.00%
Montana
North Dakota
Oregon
South Dakota
New Mexico
Washington
Idaho
Average
Wyoming
Colorado
Hawaii
Utah
Arizona
Alaska
Nevada


WICHE States
2002-2003 Resident Student Fees
as a Percent of Per Capita Personal Income
18.00%
16.00%
14.00%
12.00%
10.00%
8.00%
6.00%
4.00%
2.00%
0.00%
Montana
Oregon
South Dakota
North Dakota
New Mexico
Utah
Idaho
Washington
Average
Hawaii
Colorado
Alaska
Wyoming
Arizona
Nevada
California

Resident Student Fees

Comparison of Median Household Income & Per Capita Personal Income
As a Percent of 2002 - 2003 Resident Undergraduate Annual Fees
Universities Only

			Median Household Income				Per Capita Personal Income			
	2002-2003 Fees		2001 Med Inc		Fees/Med Hs Inc		2001 Pers Inc		Fees/Pers Inc	
Universities:	Amount	Rank	Amount	Rank	%	Rank	Amount	Rank	%	Rank
Alaska	3,206	8	57,363	1	5.59%	13	30,936	4	10.36%	11
Arizona	2,583	13	42,704	9	6.05%	12	25,872	11	9.98%	13
California	2,486	15	47,262	5	5.26%	15	32,702	2	7.60%	15
Colorado	3,501	6	49,397	2	7.09%	9	33,470	1	10.46%	10
Hawaii	3,349	7	47,439	3	7.06%	10	29,002	7	11.55%	9
Idaho	3,055	11	38,241	12	7.99%	7	24,621	12	12.41%	7
Montana	3,996	2	32,126	15	12.44%	1	23,963	14	16.68%	1
Nevada	2,490	14	45,403	6	5.48%	14	29,897	5	8.33%	14
New Mexico	3,192	9	33,124	14	9.64%	5	23,155	15	13.79%	5
North Dakota	3,584	5	35,793	13	10.01%	2	25,902	10	13.84%	4
Oregon	4,086	1	41,273	8	9.90%	3	28,165	8	14.51%	2
South Dakota	3,853	3	39,671	11	9.71%	4	26,664	9	14.45%	3
Utah	3,112	10	47,342	4	6.57%	11	24,180	13	12.87%	6
Washington	3,823	4	42,490	7	9.00%	6	32,025	3	11.94%	8
Wyoming	2,997	12	39,719	10	7.55%	8	29,416	6	10.19%	12
Average	2,963		42,623		7.96%		27,998		11.93%	